



Development of Comics for Slow Learner Children as Assistive Media at MI Modern Sakti Permata Hati Ibu Tulungagung

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Abstract: Comics have emerged as a valuable tool in the realm of education, particularly as an assistive medium. This study delves into the development of comics for children with special needs in the context of primary education. Children with special needs often require additional support and tailored conditions to foster their optimal development. This study focuses on analyzing the development of comic products utilized at MI Modern Sakti Permatahati Ibu Tulungagung. The ADDIE model, a research and development theory comprising five steps, served as the methodological framework for this study. The analysis of the findings was conducted using a descriptive narrative approach. The findings of this study reveal that comics, in essence, function as a learning medium that can stimulate students' receptivity to the material or instruction provided by the teacher. This context is particularly relevant to comics as an assistive medium in the realm of habituation. Comics introduce a unique approach to facilitating learning, making the habituation process more manageable. Students can engage with both visual and textual elements, enhancing their comprehension.

Keywords: Comics, Slow Learner, Assistive Media

INTRODUCTION

Habituation of self-concept is a process that integrates morals into daily character and behavior (Saputri et al., 2023). This process involves steps such as introduction, understanding, acceptance, and application of ethical and moral values in everyday life (Zaini, 2022). Through the self-concept habituation approach, deeply instilled values are applied in everyday actions (Syaipudin & Awwalin, 2021). Therefore, the concept of education according to Ibn Miskawaih is highly relevant to use in a world that is currently experiencing an ethical or moral crisis. Habituation of self-concept in the world of education is in line with internalization in instilling character in children (Sari, 2023).

Instilling self-concept through habituation is intended not only for children in general but also for children with special needs (Setiawan, 2019). The concept of instilling self-concept, especially regarding moral values in the research conducted by Lastri et al. (2023) concludes the internalization of religious values in children with special needs, namely through habituation so that the internalization of religious values is ingrained in oneself as the instillation of divine values and/or teachings of their religion. In line with the research conducted by Syarifah (2021), it is explained that comics can be an inspiration and reference for children with special needs, which in her research is for children with intellectual disabilities. Karlina & Cici's research (2020) explains that the development of

comic media can further provide benefits for learning that involves children with special needs. The comic model will be an attraction for children with special needs to follow the learning they are following, so that it does not feel boring or make them bored.

Another view states that learning media is very good if applied in everyday learning (Syaipudin et al., 2024). According to Aini et al. (2021), learning media for everyday teaching can be applied especially through comics that can be integrated into children's daily activities, both at home and at school. Through comic learning media, children not only hear about moral values, but they also actively involve themselves in the learning process, cultivating positive behavior in their daily lives. The role of comics according to Puspananda (2022) as a learning supplement functions to complement the material in a particular subject matter. The intended complement is to complement in the delivery of concepts, especially abstract concepts so that they can be more easily understood by the reader.

The use of comic learning media in instilling moral values in everyday life has a number of advantages, especially in increasing learning interest and making it easier to understand the activities being carried out. Comic learning media according to Mujahadah (2021) combines text with visual elements such as images, illustrations, and colors. The characters and stories in comics according to Nurhayati et al. (2019) can be adapted from the reader. So this can help to absorb

the moral values or moral lessons conveyed through comics. Assistive media is media that is used as a support in the learning process. Thus, it becomes an important part of learning because with comic media it can provide stimulation to children with special needs (Nari et al., 2023). Psychologically, someone sometimes needs media as a means to make it easier to receive certain explanations. According to Derkachova (2022) "Media for children with special needs can be something important that will make it easier for them in the learning process or in understanding new experiences." Then, assistive media can be something important that will make it easier for children with special needs in the learning process as a new experience and understanding.

The advantages of comic assistive media according to Wijayanti et al. (2023) become an attraction for someone who reads, because it does not only consist of elements of words. But there are also such as images, colors, and a certain activity. With some of the advantages of the content contained in comics, the aim is to become an attraction or lure. According to Lutfio et al. (2023), with the support of assistive media, it is hoped that it will be easier for students to receive, which causes the learning target to be achieved. So that students will be more motivated to follow learning, as well as in achieving memorization or habituation targets.

Intriguingly, comics as assistive media offer a unique perspective in terms of the diversity of learning tools. Comics provide a plethora of elements that can influence a person or reader, considering the impact of a comic. The framing established by comics encourages students or readers to follow the content (Wiyanti et al., 2023). For this reason, comic media has emerged as a promising assistive tool to enhance the learning process.

In this study, for children with special needs, the selection of graphic design must be able to clearly and attractively depict moral values. The design can foster empathy and identification with the characters in the story. Children with special needs require more in-depth and focused learning to meet their unique needs. Implementing comic learning media in this study to instill self-concept as a daily activity habituation is an engaging and effective approach to shaping positive character and behavior in children.

Comic learning media for children with special needs (ABK) is carefully designed to bring a sense of joy and creativity to the learning process. In this way, learning becomes more integrated with daily routines, creating a fun and meaningful learning experience (Sya'dullah, 2020). It is crucial to fully involve parents in implementing home-based learning. However, special treatment is still required compared to children in general (Wibowo and Koeswanti, 2021). Therefore, determining the appropriate method for habituating

comic learning media can encourage children's behavior to be well-trained. One such example is the implementation at MI Modern Sakti Permatahati Ibu Tulungagung, despite its status as a formal educational institution with a local curriculum requirement for habituation. This school has 15 children with special needs who are receiving education at MI Modern Sakti Permatahati Ibu Tulungagung. This presents an intriguing aspect due to the school's local curriculum requirement to instill self-concept in children with special needs at MI Modern Sakti Permatahati Ibu Tulungagung. The role model to be developed in this study is through the use of the SAKTI comic.

The role of comics as an assistive medium at MI Modern Sakti Permatahati Ibu Tulungagung will support students in carrying out their activities, as the elements of comics containing words and images will greatly facilitate students' understanding. According to Saktiani (2022), through this comic, children with special needs can look at the pictures available in the comic when they have difficulty reading. This is an advantage of using comics as an assistive medium. The goal of implementing assistive media at MI Modern Sakti Permatahati Ibu Tulungagung is independence. Students are accustomed to independently carrying out various daily activities, such as being accustomed to their routines without relying on others.

This comic media is one of the learning media that is expected to be worthy of becoming a medium that directs children with special needs to be accustomed to carrying out their routines. At a lower level, with comic media, it is at least easier to get used to it. The hope in instilling self-concept can then be clearly classified, namely the instillation of self-conceptualization in accordance with the predetermined learning materials and objectives, changes in children's attitudes to become more polite, including kissing hands when meeting parents or teachers. This is one of the efforts and goals in utilizing comic media in habituating students with special needs. Therefore, the purpose of this study is to determine the development of comics for Slow Learner children in habituating self-concept at MI Modern Sakti Permatahati Ibu Tulungagung.

This study aims to develop comics as an assistive medium for children with special needs, especially in the Slow Learner category. The goal is that with the development carried out, students can use comics as a guide in training or habituating themselves to specific points that are the target of habituation. Of course, the targets and achievements refer to the targets of teachers' habituation learning and the hopes of parents. Especially for children with special needs, the main focus is on training independence in carrying out daily routines.

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images will greatly facilitate students' understanding. When they have difficulty reading, they can look at the pictures available in the comic. This is an advantage of using comics as an assistive medium.

METHOD

The methodology employed in this study is research and development, which according to Sugiyono (2019) is a type of research focused on developing a product or work in line with the research objectives. The development process in this study is guided by the theory of Borg and Gall. According to Borg and Gall, research and development is a type of research conducted to develop and validate an educational product or process. This research method focuses on systematic steps to develop and evaluate an educational product or program. This method is often used in the context of curriculum development, learning materials, tests, or training programs.

The product developed in this study is a comic as an assistive medium created by teachers and students, documenting the daily activities or routines of children with special needs. These activities are then compiled into a comic, with the primary goal of instilling self-concept. The data in this study are divided into two types. Primary Data: This refers to data obtained directly from the first source, which includes data from informants such as teachers, teaching staff, and the developed comic media. Secondary Data: This refers to data collected by the researcher from existing sources.

Data collection in this study involves observation, interviews, and documentation techniques. These steps are essential in development research to gather research data that can support the compilation of research data. Thus, the research results provide in-depth answers in a naturalistic manner in accordance with the facts found in the field. The analysis in this study follows the ADDIE approach: Analyze, Design, Develop, Implement, and Evaluate. The focus is on instilling self-concept through comics as an assistive medium. After the entire process is carried out, the compilation stage is conducted descriptively, which means it is narrated according to the findings in the field and their development.

RESULTS AND DISCUSSION

Results

In the context of developing comics for Slow Learner children in habituating self-concept at MI Modern Sakti Permatahati Ibu Tulungagung, the ADDIE (Analyze, Design, Develop, Implement, Evaluate) approach can be described as follows:

1) Analyze (Analysis)

The research findings at this stage involve identifying the needs and special characteristics of Slow Learner children at MI Modern Sakti Permatahati Ibu Tulungagung. Analysis is also conducted on learning objectives related to habituating self-concept. This involves a deep understanding of student profiles, their literacy levels, interests, and potential barriers they may face in the learning process.

This stage was carried out in the early stages of comic development, which were initially not neatly arranged, then began to be put together into interconnected parts that are in line with learning achievements. The comics that were previously available at MI Modern Sakti Permatahati Ibu Tulungagung were only limited to a few activities, but with the analysis carried out, there needs to be development from several aspects, especially those related to the content. Because the goal of using comics is as an assistive medium that is useful for habituation

2) Design (Planning)

The next step at this stage is to plan a comic design that is appropriate to the needs and characteristics of the students. This design includes choosing topics, setting stories, creating characters, and developing scenarios. The design also considers student involvement, both visually and narratively, as well as strategies for effectively conveying moral messages and self-concept values.

The comics developed at MI Modern Sakti Permatahati Ibu Tulungagung consist of several themes, namely in the planning there will be daily activities that explain or describe student activities when at school, at home or in public places. This is then very complex, because the habituation goal is not only the activities carried out in school, class or during the teaching and learning process.

3) Development (Development)

This development stage involves creating the comic according to the planned design. This includes creating images, writing text, and arranging the comic layout. The comic is developed with attention to the needs of Slow Learner students, using language that is appropriate for their literacy level and incorporating engaging visual elements.

The development was carried out simply by adding themes. For instance, there are several themes created, ranging from mealtimes, swimming, helping siblings learn, reading books, helping with handicrafts, and washing clothes. The themes in the comic are very diverse, covering student activities at school, at home, or in public places. The development efforts were specifically focused on combining the comic

media into a single compact book, as it was previously only composed of loose sheets. MI Modern Sakti Permatahati Ibu Tulungagung then turned it into a comic book, which contains daily themes carried out by the students. These activities are specifically activities that are actually or potentially carried out by the students. Thus, the selection of themes is not arbitrary but also in accordance with the needs and conditions inherent in the students according to their needs.

4) Implementation (Implementation)

Once the comic has been developed, the next stage is implementation in the learning process. The comic is introduced to students in learning sessions that are aligned with the curriculum and school schedule. Teachers play an important role in facilitating the use of comics in learning, ensuring that students can understand and respond well to the material presented.

The comic is used in the teaching and learning activities of MI Modern Sakti Permatahati Ibu Tulungagung, especially in the realm of habituation. One example is the theme of table manners, which contains several displays that explain the process of eating. It is also equipped with text, so that the habituation process is very easy for students to carry out. Before this comic media is fully used, there is also a trial conducted as an effort to identify weaknesses and continue to be developed by MI Modern Sakti Permatahati Ibu Tulungagung.

5) Evaluate (Evaluation)

The evaluation stage is crucial to assess the effectiveness of the comic in achieving the set learning objectives. Evaluation can be conducted through knowledge tests, direct observation, or feedback questionnaires from students and teachers. The results of this evaluation will provide insights into the success of the comic in assisting Slow Learner children in habituating self-concept. Based on the evaluation results, the comic can be refined or adjusted to enhance its effectiveness in the future. The evaluation was carried out periodically in accordance with the duration of comic development, specifically focusing on the output or results in learning activities related to student habituation. When the comic media could provide benefits or have shortcomings, then strengthening was carried out. For example, MI Modern Sakti Permatahati Ibu Tulungagung's comics initially only contained simple drawings and were separate sheets. Finally, efforts were made to combine them and turn them into a comic book.

With this ADDIE approach, comic development can become more focused and effective in supporting the self-concept habituation process for Slow Learner children at MI Modern Sakti Permatahati Ibu Tulungagung.

Discussion

Comics as a Learning Medium

Children with special needs (ABK), including Slow Learner children, exhibit varied responses to the learning process. According to Anggraeni et al. (2021), analyzing specific needs and characteristics is crucial for designing effective learning approaches. According to Jannah (2019), student profiles need to be thoroughly understood, including their literacy levels, interests, and potential barriers they may face. Therefore, some children may demonstrate varying levels of engagement in the learning process, depending on the alignment of the material with their learning styles. Challenges in understanding the material can also be a common response, necessitating more structured learning approaches and additional support. According to Juniara (2022), emotional responses such as anxiety, frustration, or low self-esteem may also arise, demanding emotional support and sensitive guidance from educators.

After analyzing the needs and characteristics of ABK students, the next step is to plan a comic design tailored to their needs. This comic design must consider several specific factors relevant to the ABK condition, such as their literacy level, interests, and visual preferences. According to Lastri and Marhayati (2023), the chosen topics should pique the interest of ABK students and stimulate their eagerness to engage in learning. According to Mujahada (2021), the story setting in the comic should also be adjusted to their level of understanding, so that the story can be conveyed clearly and easily. The creation of characters in the comic should consider the diversity and representation of ABK students. These characters should be identifiable by the students and strengthen their self-identification process.

In addition, the characters can also be designed to inspire students to face challenges and achieve success.

Scenario development should consider student engagement, both visually and narratively. According to Derkachova (2022), comic scenarios for ABK should be designed in a way that can maintain student attention throughout the story and stimulate their imagination and creativity. According to Gorges et al. (2018), "Moral messages and self-concept values must also be conveyed in a way that is easy to understand and relevant for children with special needs so that they can internalize them in everyday life." Therefore, moral messages and self-concept values must also be conveyed in a way that is easy to understand and relevant for children with special needs, so that they can internalize these values in their daily lives.

According to Mandagani (2022), the development stage of comics for Slow Learner students involves the

process of creating comics that consider their special needs. This begins with creating clear and attractive images, which can help visualize the story and clarify the concepts being conveyed. The images should be adapted to the students' literacy level, considering the use of simple words and easy-to-understand sentences. In addition, according to Sumiati et al. (2023), text writing should be done carefully, using language that is appropriate for the literacy level of Slow Learner students. The text should be concise, clear, and dense, so that it is easy to understand and not confusing for students. A visual approach can also be used to reinforce text comprehension, such as using speech bubbles or symbols that help clarify the message being conveyed.

The layout of the comic is also an important part of this development stage. The layout should be designed with consideration for the visual needs of Slow Learner students, considering the use of contrasting colors, large font sizes, and a clear and structured layout. This will help students follow the storyline and understand the message being conveyed. According to Safitri and Jusra (2021), by considering the needs of Slow Learner students throughout the comic development process, we can create a product that can be an effective and enjoyable learning tool for them. According to Pupananda (2022), a well-developed comic will be able to support the process of habituating students' self-concept, while also improving their literacy and visual skills.

Once the comic has been developed, the next step is to implement it in the learning process, including for children with special needs.

The comic is introduced to students in learning sessions that are aligned with their curriculum and school schedule. Teachers play a crucial role in facilitating the use of comics in learning for ABK children. Teachers must ensure that the introduction of the comic is done with consideration for the special needs and characteristics of ABK students. This may involve using different teaching methods, such as the use of visual aids, active teacher involvement in reading the story, and an approach tailored to the students' literacy level and understanding.

Next, teachers need to ensure that the comic is used effectively in helping ABK students understand and respond to the material presented. According to Karlina and Rakhmawati (2020), this can be done by facilitating discussions related to the content of the comic, providing questions that clarify understanding, and providing additional support if needed. In addition, according to Natasha and Prasetyaningtyas (2022), teachers can also use comics as an evaluation tool to measure students' understanding and response to the material presented. This can be done through questions related to the story in the comic, short

writing exercises, or group discussions. It is important for teachers to remain sensitive to the individual needs and responses of ABK students throughout the process of implementing comics in learning. By providing appropriate support and facilitating the effective use of comics, teachers can help improve the engagement, understanding, and development of ABK students in self-concept habituation learning.

Comics as an Assistive Medium

One of the media used at MI Modern Sakti Permatahati Ibu Tulungagung is the utilization of comics as an assistive medium that can be created using the smartphones of each student's guardian. This method is an expected or intended effort to facilitate communication between teachers, students, and parents in the learning process. According to Lutfio et al. (2023), the habituation method using comics basically involves all students being involved in creating their own comics according to the target learning outcomes. Then, from this step, the teacher and parents together train the students' habituation with the help of comics. According to Natasha and Prasetyaningtyas (2022), certain activities that are the target of habituation are then carried out with reference to the comic media.

According to Nari et al. (2023), assistive media is media that is used to support the learning process. Thus, it becomes an important part of learning because the comic media can provide stimulation to children with special needs. Therefore, assistive media for children with special needs can be something important that will make it easier for them in the learning process or in understanding new experiences.

The comic media that will be developed in this research is by using the SAKTI comic or the name of the comic that is an assistive medium. According to Saktiani (2022), this SAKTI comic is used as a learning tool or media aimed at training students, especially in self-concept habituation, especially for children with special needs. The goal is for students to be independent in carrying out various daily activities. The independence carried out by children with special needs with their habit of going through routines becomes independent of others. This comic media is one of the learning media that is hoped to become a media that can direct children with special needs to get used to carrying out their routines. At a lower level, with comic media, it is at least easier to get used to it (Saktiani, 2022).

Comics have several advantages that make them an effective assistive medium for individuals with disabilities (Pupananda, 2022). Comics present information through a combination of text and images, allowing accessibility for individuals with varying levels of literacy (Karlina and Rakhmawati, 2020). This means that even for those who have difficulty reading or understanding traditional text, the images

in comics can help communicate ideas and concepts visually, expanding the learning reach for individuals with disabilities. Additionally, according to Istiqamah et al. (2024), comics also offer a strong visual narrative, which can enrich the learning experience and help increase student engagement. According to Juniara (2021), this comic media is particularly beneficial for those with disabilities such as attention disorders or difficulty paying attention to verbally delivered information.

Comics can be easily adapted to the specific needs of individuals with disabilities. With flexibility in design and development, comics can be tailored to meet the needs of diverse learners, including those with visual impairments, hearing impairments, or other learning difficulties (Akib and Akhir, 2022). For instance, comics can be designed with larger text or clearer images to support individuals with visual impairments. According to Syarifah (2021), additionally, comics can be used as a tool to facilitate communication for those with communication disorders, such as autism, by providing an alternative way to convey messages and understand social interactions. Thus, the adaptability of comics makes them a highly effective tool in supporting the learning and development of individuals with disabilities. The engaging nature of comics offers a number of perspectives that make them one of the most popular and widely loved forms of media (Wicaksono et al., 2020). Comics have the ability to present stories and concepts visually, allowing readers to visualize the story world with their own imaginations (Siskawati and Ramadan, 2022). With captivating and expressive images, comics can capture emotions and action in an intense way, enriching the reading experience and increasing reader engagement. This ability makes comics a highly effective medium for telling compelling stories that captivate readers from diverse backgrounds (Wahid et al., 2021).

The learning and teaching process using the SAKTI comic at MI Modern Sakti Permatahati Ibu Tulungagung for children with special needs allows this comic to present complex and evolving characters, enabling readers to connect with them emotionally. Through well-crafted narratives and strong character development, comics can portray the emotional journeys and growth of characters in an inspiring and engaging way. This creates a strong bond between the reader and the story of the special needs children at MI Modern Sakti Permatahati Ibu Tulungagung, and often triggers deep reflections on human life and experiences.

From the various descriptions above, it can be explained that comics in assistive media offer wide accessibility to readers from various backgrounds and ages. With the combination of text and images, comics allow readers with different literacy levels to enjoy the stories and concepts presented. This makes comics a suitable medium for all ages, from children

to adults, and can be accessed by anyone, including those who have difficulty reading or understanding traditional text. Thus, comics become a powerful tool in promoting literacy and helping to develop reading interests among the wider community.

CONCLUSION

Comics are essentially a learning medium that can be a stimulus for students to more easily receive the material or learning provided by teachers. This context is particularly related to comics as assistive media in the realm of habituation, comics provide a different color in providing ease of learning. The habituation that is carried out can be easier, because students not only see pictures but also digest the text that is poured out. However, in research and development, there is still an ongoing process of evaluation and revision of comics as assistive media, so that they will develop further. Especially in this study, the comics used are intended for Slow Learner children. It is hoped that further developments in research can be even better in the future, so that the products produced really have a stronger value in learning activities with the use of comic media.

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